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Development of *Yuk Bariya* Comic based on Toyomarto Village Wisdom for Folklore Learning

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Abstract

The instructional media used in online learning for reading folklore lacks variety. Additionally, folklore derived from the cultural wisdom of the surrounding area has not been utilized in teaching folklore reading and remains unknown to learners. In response to these issues, learners require more diverse instructional media that can incorporate folklore from Toyomarto Village. This research aims to develop instructional media based on the wisdom of Toyomarto Village for teaching folklore reading in terms of content appropriateness, language, and presentation systematics. This development research employs the ADDIE model. The results of this research, including validation tests for content appropriateness, language, presentation systematics, practitioner evaluation, and small- and large-scale trials, all received a 'very good' category. The final percentage for each test was 96.88%, 92.86%, 100%, 98.39%, and 88.12%, as well as 85.12%. Based on the validation and product testing results, *Yuk Bariya* comic is deemed suitable for teaching folklore reading.

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Introduction

In the era of the pandemic, learning media has become one of the crucial aspects of online education. This is reinforced by the perspective of [Atsani \(2020\)](#), who asserts that the COVID-19 pandemic has led to significant changes in the field of education. The educational

landscape was compelled to rapidly shift towards home-based learning through online or digital media.

With the implementation of online learning, teachers are required to be creative in developing instructional materials by utilizing the available resources. All resources can serve as instructional media if they assist teachers in delivering content to students. However, there are still many resources that have not been utilized as instructional media, one of which is digital comics. This observation aligns with the findings from the questionnaire distributed by the researcher to the 10th-grade students at SMA Negeri 1 Singosari on October 26, 2020. Based on the questionnaire results, the frequently used instructional media by teachers include PowerPoint, YouTube, Google Classroom, Google Meet, and e-books.

The application of these media is also implemented in competency standard 3.7, involving the identification of values and content within folklore, whether in oral or written form. Additionally, the use of folklore for teaching folk reading often relies on widely recognized narratives or those found in instructional materials. Essentially, teachers will never run out of folklore. However, many folklores have not been considered as alternatives for use in teaching the reading of folklore, especially those based on the cultural wisdom of the surrounding area. In every region, there are numerous folklores, as exemplified by those in Toyomarto Village, Singosari Subdistrict.

The cultural wisdom of the surrounding area supports the use of Toyomarto Village folklore in teaching 10th-grade students at SMA Negeri 1 Singosari to read folklore. This is due to the proximity between SMA Negeri 1 Singosari and Toyomarto Village, which is quite close, approximately 10 kilometers away. This factor connects the folklore of Toyomarto Village closely with the real-life experience of the students, allowing them to experience the learning process in a targeted way. The proximity between the material and real-life experiences will make the learning content more meaningful for the students. This is supported by [Sanjaya \(2020\)](#) that a contextual approach encourages students to find correlations between the material and real-life situations. Additionally, many students are still unaware of and do not understand the folklore in Toyomarto Village.

Based on the above, it is necessary to provide a digital learning medium that can support the folklore of Toyomarto Village, as well as learning materials for folklore reading. The goal of the learning is to help students to recognize the values and contents of folklore both orally and in written form. Digital comics can solve these problems. The digital comics are selected because they match the intellectual growth of the students. At this stage, students are capable of abstract thinking ([Nurgiyantoro, 2018](#)). This ability will help students connect image fragments and understand incomplete images in digital comics. Additionally, digital comics can facilitate students in getting acquainted with folklore, reducing the fading of students' knowledge about folklore. Digital comics are also suitable for current digital-based learning approaches.

Several researchers have conducted research on the development of comic-based learning media. In a previous study, digital comic learning media was packaged using DVDs. However, the accessibility of digital comic learning media was limited when used in online learning. Therefore, the digital comic, initially packaged using DVDs, needs to be transformed

into an online-accessible format. Additionally, the stories used in the previous research were not relevant to the basic competencies and educational levels of the students in this study, necessitating the inclusion of more suitable folklore stories.

Based on the background mentioned above, this research needs to be promptly conducted. It aims to increase the diversity of online learning media, assist students in easily understanding the material of reading folklore, and preserve the folklore existing in Toyomarto Village. The central focus of the research problem in this study is the appropriateness of the content, language, and presentation systematics in the learning media Yuk Bariya comic based on the cultural wisdom of Toyomarto Village for teaching folklore reading to students. This tool is intended to teach students how to understand folklore and is based on the traditional knowledge of Toyomarto Village. The main goal of this project is to develop and improve the educational tool Yuk Bariya comic, which is based on the folklore of Toyomarto Village. Its content, language, and presenting style are all suited for teaching students to read folktales.

Method

Research design

This type of research is developmental research. According to Borg & Gall ([as cited in Hanafi, 2017](#)), one of the main characteristics of developmental research is that the development of the product is based on the findings of the preliminary phase. The product generated in this study is the learning media Yuk Bariya comic. This learning media product will be tested using validation techniques to assess its feasibility and determine its suitability for use as a learning tool in real educational settings. The ADDIE development model, which stands for Analysis, Design, Development, Implementation, and Evaluation according to [Mulyatiningsih \(2011\)](#), was chosen for its consideration as a more systematic and straightforward approach.

Research sample

This study's data and data sources are separated into three categories. First, all of the data from the questionnaire analysis phase and its source are SMA Negeri 1 Singosari 10th-grade students. Students in the 10th grade at SMA Negeri 1 Singosari were selected because they were in close proximity to real-world scenarios, which is consistent with contextual learning and genuine assessment. Second, the validation team, which consists of subject matter experts Jamila Wijayanti, S.S., M.Pd., language expert Millatuz Zakiyah, M.A., media expert Hanifah Muslimah Az-Zahra, S.Sn., M.Ds., and practitioner Dra. Sri Latifah Kusuma, provided the data from the expert-led product validation test. Third, the information gathered from SMA Negeri 1 Singosari's 10th-grade language students throughout the product testing.

Research procedure

In the analysis phase, the main activity is to analyze the necessity of developing a new product in the form of learning media. The details conducted in this phase include (1) analyzing the issues faced by 10th-grade students at SMA (Senior High School) with the aim of understanding the problems encountered in learning to read folklore during the pandemic, and (2) analyzing the needs of 10th-grade students at SMA to identify the development of suitable media required by the students.

In the design phase, the main activity is to conceptualize and design the product, which is a learning media to be developed. The details carried out in this phase include (1) creating the script or dialogue for the Yuk Bariya comic mic, (2) developing the navigation of the learning media Yuk Bariya comic, which involves creating an overview and flow within the learning media, and (3) creating the storyboard for the learning media Yuk Bariya comic, this includes designing the appearance or layout of the learning media.

In the development stage, the main activities involve realizing and validating the designed learning media product. Details of this stage include (1) developing the learning media Yuk Bariya comic based on the script, navigation, and storyboard; the resulting product from this development is referred to as Product I, (2) validating Product I through the first-stage validation test to determine the feasibility of the learning media Yuk Bariya comic in terms of content, language, media, and practitioner aspects, (3) revising Product I to improve the learning media Yuk Bariya comic based on suggestions and input from experts and practitioners; the resulting product from this first revision stage is called Product II, and (4) validating and revising the product until it attains an acceptable category.

In the implementation stage, the main activities involve implementing the developed learning media product. Details of this stage include (1) testing the product with 50% of students from Class X at SMA Negeri 1 Singosari, (2) revising the product to improve the Yuk Bariya comic learning media based on feedback from students of Class X at SMA Negeri 1 Singosari; the resulting product from this second revision stage is called Product III, and (3) testing the product with 100% of students from Class X at SMA Negeri 1 Singosari.

In the evaluation stage, the main activity is to revise the learning media product based on the data obtained in the previous stage. In this stage, the final product, Yuk Bariya comic learning media, is packaged. The packaging of the final product is based on the improvements made in the previous stage.

Data analysis

The data obtained from the analysis questionnaire stage is described. The results of this analysis serve as the basis for constructing the framework of the learning media. Subsequently, the data from the validation and trial tests are analyzed using descriptive techniques. The steps are as follows:

Calculate the total score obtained from the Likert scale of 1-4.

Calculate the average score using the following formula.

$$\bar{X} = \frac{\sum x}{n}$$

Explanation:

\bar{X} = average score

$\sum x$ = total score

n = number of indicators

3. The average score obtained is converted into values based on the four-point scale score conversion reference (Mardapi, 2018) as follows.

Table 1. Four-Point Scale Score Conversion Reference

No.	Score Range	Value	Category
1.	$X \geq \bar{X} + 1. SBx$ $X \geq 3,00$	A	Excellent
2.	$\bar{X} + 1. SBx > X \geq \bar{X}$ $3,00 > X \geq 2,50$	B	Good
3.	$\bar{X} > X \geq -1. SBx$ $2,50 > X \geq 2,00$	C	Fair
4.	$X \geq \bar{X} + 1. SBx$ $X \geq 2,00$	D	Poor

X = obtained score

\bar{X} = overall average score

= $\frac{1}{2}(\text{maximum score} + \text{minimum score})$

= $\frac{1}{2}(4,00 + 1,00) = 2,50$

SBx = overall standard deviation of scores

= $\frac{1}{6}(\text{maximum score} + \text{minimum score})$

= $\frac{1}{6}(4,00 - 1,00) = 0,50$

4. The total assessment scores are converted into a percentage of feasibility and adjusted to the interval scale as follows.

$$\text{Level of Feasibility} = \frac{\text{total score amount}}{\text{total maximum score}} \times 100\%$$

$$\text{Interval} = \frac{\text{Range}}{\text{Indicator}} = \frac{\text{Maximum score} - \text{Minimum Score}}{\text{Indicator}}$$

Criteria for Product Feasibility based on Content Feasibility

The product feasibility criteria below are used to calculate the validation of the questionnaire by content experts. The number of aspects tested on the validation questionnaire based on content feasibility is 8 aspects, thus obtaining the following interval criteria.

Table 2. Criteria for Product Feasibility based on Content Feasibility

No.	Score Interval	Interval (%)	Feasibility Category
1.	26—31	81—100	Excellent
2.	20—25	63—78	Good
3.	14—19	44—59	Fair
4.	8—13	25—41	Poor

Feasibility Criteria for Products Based on Language Feasibility

The product feasibility criteria below are used to calculate the validation of the language expert questionnaire. The number of aspects tested on the language feasibility validation questionnaire is 7 aspects, thus obtaining the following interval criteria.

Table 3. Feasibility Criteria of the Product Based on Language Feasibility

No.	Score Interval	Interval (%)	Feasibility Category
1.	24—28	86—100	Excellent
2.	19—23	68—82	Good
3.	14—18	50—64	Fair
4.	7—13	25—46	Poor

Criteria for Product Feasibility Based on Presentation Systematics

The criteria for product feasibility below are used to calculate the validation of questionnaires from media experts. The number of aspects tested in the validation questionnaire based on presentation systematics is 15 aspects, thus obtaining the following interval criteria.

Table 4. Criteria for Product Feasibility based on Presentation Systematics

No.	Score Interval	Interval (%)	Feasibility Category
1.	49—60	82—100	Excellent
2.	38—48	63—80	Good
3.	27—37	45—62	Fair
4.	15—26	25—43	Poor

Criteria for Product Feasibility based on Validation from Practitioners and Students

The criteria for product feasibility below are used to calculate the validation test questionnaire from practitioners and students. The number of aspects tested on the validation test questionnaire is 31, thus obtaining the interval criteria as follows.

Table 5. Criteria for Product Feasibility based on Validation from Practitioners and Students

No.	Score Interval	Interval (%)	Feasibility Category
1.	102—124	82—100	Excellent
2.	79—101	64—81	Good
3.	56—78	45—63	Fair
4.	31—55	25—44	Poor

4. Calculate the assessment scores for small-scale and large-scale trials and adjust them according to the four-point scale and interval scale assessments.

Results and Discussion

Results

Analysis Stage

In the analysis stage, there are two obtained results, namely (1) problem analysis and (2) needs analysis. Based on the questionnaire results of the analysis stage, two problems were identified: (1) the lack of variation in the use of instructional media in online learning and (2) the insufficient knowledge and understanding of the tenth-grade students at SMA Negeri 1 Singosari regarding the folklore of Toyomarto Village and Sumberawan Temple. From the questionnaire results, it can be concluded that the tenth-grade students at SMA Negeri 1 Singosari require more diverse instructional media that can be used in online learning to read folklore and encompass the folklore of Toyomarto Village.

Design Phase

In the design stage, three aspects were obtained and discussed, including (1) script or dialogue, (2) navigation, and (3) the storyboard of the learning media Yuk Bariya comic. In the script of Yuk Bariya comic, there is a dialogue between Yuk Bariya, Mita, and Wawan. The discussion topic in the script is the material of basic competence 3.7, identifying the values and content contained in folklore (hikayat), both orally and in writing. The context of the dialogue in the script is a tutoring session conducted in the area of Sumberawan Temple. The background of Sumberawan Temple was chosen to make the learning more contextual, and students have an initial understanding of Sumberawan Temple. Then, the script contains 5 stories, including 1) basic competencies and learning objectives, 2) understanding and characteristics of folklore text, 3) structure and language of folklore text, 4) values contained in folklore text, and 5) learning evaluation in the form of exercises. The navigation flow used in Yuk Bariya comic employs the process pattern as follows.

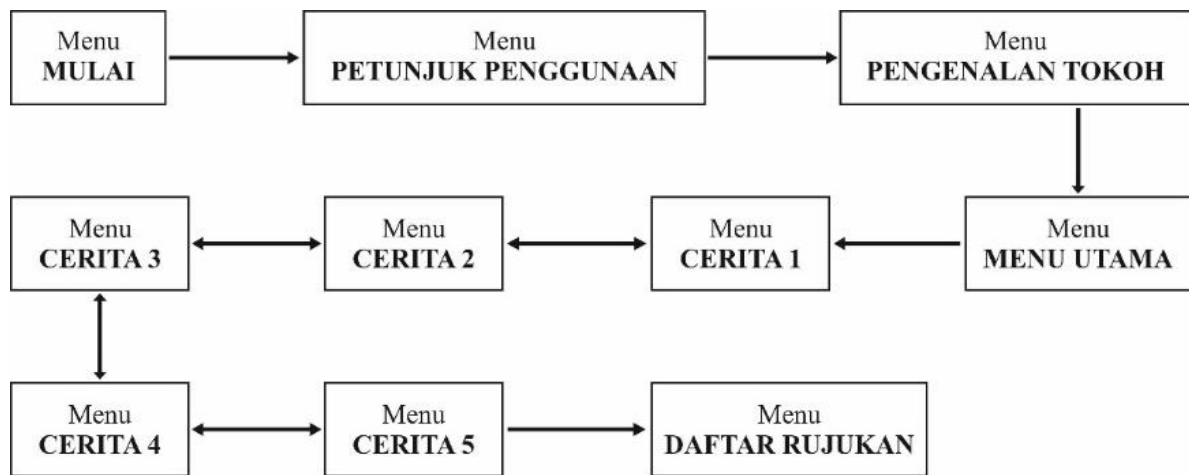


Chart 1 Navigation of Yuk Bariya comic

Furthermore, the creation of the design storyboard for the learning media Yuk Bariya comic aims to generate the initial appearance of all pages. The presentation of the storyboard for the learning media Yuk Bariya comic is provided below.



Image 1: Storyboard of Yuk Bariya Comic

Development Stage

In the development stage, four aspects were obtained and discussed, including (1) developing the Yuk Bariya comic learning media based on the script, navigation, and storyboard, (2) validating Product I through Phase I validation, (3) revising Product I into Product II, and (4) validating Product II through Phase II validation. The development or creation of the Yuk Bariya comic learning media was carried out by combining the script, navigation, and storyboard. The learning media was integrated using Microsoft PowerPoint. Subsequently, buttons found on each menu were given hyperlinks to make them functional. The arrangement of the Yuk Bariya comic learning media was published in .exe format using the iSpring Suite 8 application.

In the Phase I validation results of Yuk Bariya comic, there were four outcomes obtained from content experts, language experts, media experts, and practitioners. The Phase I validation results are presented below.

Table 5. Assessment of Phase I Validation Results

No.	Validation Types	Value	Category
1.	Expert Content Validation	3,13	Excellent
2.	Expert Language Validation	3,71	Excellent
3.	Expert Media Validation	3,67	Excellent
4.	Practitioner Validation	3,81	Excellent

Table 6. Percentage of Results from Stage I Validation Testing

No.	Validation Types	Percentage	Category
1.	Expert Content Validation	78,13%	Good
2.	Expert Language Validation	92,86%	Excellent
3.	Expert Media Validation	91,67%	Excellent
4.	Practitioner Validation	95,16%	Excellent

From the results of this Stage I validation test, content feasibility obtained a score of 3.13 in the category of excellent and a percentage of 78.13% in the category of good. Language feasibility obtained a score of 3.71 in the category of excellent and a percentage of 92.86% in the category of excellent. The presentation system received a score of 3.67 in the category of excellent and a percentage of 91.67% in the category of excellent. Practitioners received a score of 3.81 in the category of excellent and a percentage of 95.16% in the category of excellent.

Based on the results of Stage I validation, there is a need for revisions to Yuk Bariya comic instructional media. Product revisions are based on comments or suggestions obtained from the Stage I validation test. Revisions to Yuk Bariya comic include: 1) the addition of a discussion on the folklore of Sumberawan Temple, 2) adjusting the language used to everyday conversation, 3) adapting the exercises to the story of Watu Lumpang folklore, 4) connecting the values contained in the folklore to real life, 5) extending the delivery of material, 6) adding material, 7) adjusting the language variety to comic language, 8) changing font types to consider text readability, 9) changing font size to consider text readability, 10) removing panels with long sentences, 11) adjusting questions to HOTS questions at levels C4 and C5, and 12) including the text of the folklore of Sumberawan Temple at the beginning of the story. Furthermore, the revised product is referred to as Product II. Next, Product II is subjected to Stage II validation testing.

In the results of the Stage II validation test, Yuk Bariya comic obtained four outcomes from content experts, language experts, media experts, and practitioners. The Stage II validation test results are presented below.

Table 5. Assessment of Stage I Validation Test Results

No.	Validation Types	Value	Category
1.	Material Expert Validation	3,88	Excellent
2.	Language Expert Validation	3,71	Excellent
3.	Media Expert Validation	4,00	Excellent
4.	Practitioner Validation	3,94	Excellent

Tabel 6. Persentase Hasil Uji Validasi Tahap I

No.	Validation Types	Percentage	Category
1.	Material Expert Validation	96,88%	Excellent
2.	Language Expert Validation	92,86%	Excellent
3.	Media Expert Validation	100%	Excellent
4.	Practitioner Validation	98,39%	Excellent

From the results of the validation phase II, the content validity received a score of 3.88 with an excellent category and a percentage of 96.88% with an excellent category. Language validity obtained a score of 3.71 with an excellent category and a percentage of 92.86% with an excellent category. The presentation system received a score of 4 with an excellent category and a percentage of 100% with an excellent category. Practitioners obtained a score of 3.94 with an excellent category and a percentage of 98.39% with an excellent category. Comments or suggestions from the validation phase II are presented in the following table.

Implementation Stage

In the implementation phase, there are three aspects obtained and discussed, including (1) testing the product with 50% of students from Class X of SMA Negeri 1 Singosari, (2) revising Product II to Product III, and (3) testing the product with 100% of students from Class X of SMA Negeri 1 Singosari.

The small-scale trial was conducted online on April 1, 2021. This small-scale trial was only conducted with 50% of students from Class X of SMA Negeri 1 Singosari, totaling 11 students. Next, the average score and percentage obtained from the small-scale trial were calculated. The average score obtained was 3.52 with an excellent category. Then, the average percentage obtained was 88.12% with an excellent category. In this small-scale trial, there were no comments or suggestions from the students.

According to the findings of Phase II validation, Yuk Bariya comic, an instructional media, needs to be revised. The comments and suggestions from the Phase II validation served as the basis for product modifications. Yuk Bariya comic has been revised to: 1) match the light and crisp comic language style; 2) align speech bubbles with their functions; 3) add values from folklore relevant to everyday situations; and 4) include discussions about the folklore of Sumberawan Temple and modify some exercise questions. The updated product is thereafter referred to as Product III. Afterward, Product III undergoes a comprehensive trial.

The large-scale trial was conducted online on April 14, 2021. In this trial, all 100% of the students from Grade X in Bahasa at SMA Negeri 1 Singosari participated, totaling 22 students. Subsequently, the average scores and percentages resulting from the large-scale trial were calculated. The average score obtained was 3.40, indicating an excellent category. Furthermore, the average percentage achieved was 85.12%, also falling within the excellent

category. Based on this large-scale trial, Yuk Bariya comic successfully achieved its learning objectives. This is evidenced by the average scores obtained in each aspect, ranging from 3.18 to 3.64, all falling into the excellent category.

Evaluation Stage

In this stage, an evaluation and revision of the instructional media Yuk Bariya comic were carried out. In Product I, the instructional media Yuk Bariya comic covered the delivery of basic competencies, learning objectives, understanding, characteristics, structure, language, and values contained in the folklore through dialogues among Yuk Bariya, Mita, and Wawan at Sumberawan Temple. This was done to ensure that learners first understand the learning material. Then, from Product II to the final product, the folklore of Sumberawan Temple and its discussion were added, placed after the delivery of basic competencies and learning objectives. Yuk Bariya comic instructional media begins with the delivery of basic competencies and learning objectives so that learners are informed about the material to be studied and its purpose. Next, the folklore of Sumberawan Temple is presented to stimulate learners. Subsequently, discussions on the understanding, characteristics, structure, language, content, and values contained in the folklore of Sumberawan Temple are displayed. This is intended to enable learners to identify the content and values contained in the folklore.

The instructional media was revised in terms of the language variety used in the dialogues, as indicated in Appendix 10. After that, the final product was packaged. Subsequently, the Yuk Bariya comic instructional media was stored on Google Drive in .exe file format. The link address on Google Drive to download the Yuk Bariya comic instructional media file is bit.ly/YUKBARIYA. After downloading the file, the Yuk Bariya comic instructional media can be directly used on the learners' laptops or personal computers.

Discussion

This research resulted in validation tests for content feasibility, linguistic feasibility, presentation systematics, practitioner testing, and small and large-scale trial tests, all of which received an "excellent" category. Based on the results of the validation and trial tests, Yuk Bariya comic is deemed suitable for teaching reading folklore. Furthermore, the product in this study takes the form of a digital comic, differing from previous research. The choice of the story for developing Yuk Bariya comic also differs from earlier studies. This research utilizes the cultural wisdom of the surrounding area in the form of Sumberawan folklore in Toyomarto Village, Singosari Subdistrict.

Conclusion

In terms of content suitability, the Yuk Bariya comic learning media is deemed appropriate for use as it yielded results with an A grade or a category of excellent. Furthermore, there are ten findings obtained regarding the suitability of the content. Firstly, students' knowledge level about the folklore of Toyomarto Village and Sumberawan Temple has a limited impact on students' understanding of the folklore. Secondly, there is no discussion of folklore in product I, so a discussion of the Sumberawan Temple folklore should precede it to stimulate students. Thirdly, question number 2 in product I lacks correct answer options, leading to changes aligned with the Watu Lumpang folklore. Fourthly, the values embedded in the folklore in product I are still not well-connected to real-life situations. Furthermore, these values, even after revision, still lack a connection to real life. Fifthly, the material delivery in product I is overly condensed, necessitating the addition of dialogues. Sixthly, the content in product I is limited to basic material, requiring the addition of textual folklore material. Seventhly, some evaluation questions in product I remain at levels C1 and C2, prompting modifications to questions aligned with HOTS or at levels C4 and C5. Eighthly, the material on the structure and language of the folklore text dominates over the content and values within the folklore, necessitating the addition of folklore discussion material. Ninthly, Yuk Bariya comic can achieve its learning objectives, as evidenced by the average scores in each aspect scoring above 3, categorized as excellent. Tenthly, Yuk Bariya comic begins with the presentation of basic competencies and learning objectives so that students are aware of the material to be studied and its goals. Subsequently, the narrative of Sumberawan Temple is presented, along with discussions on the definition of narratives, characteristics, structure, language, content, and values embedded in the Sumberawan Temple narrative. This is intended to enable students to identify the content and values within the narrative.

In terms of language suitability, the Yuk Bariya comic learning media is deemed appropriate for use as it achieved a score of A or an excellent category. Furthermore, the findings reveal that in product I, the language used lacks communicativeness, and the language variety employed does not align with the comic, necessitating revision. Additionally, the comic's language variety remains incongruent even after revisions. The language style is still too formal, and word choices are overly rigid, prompting further product revisions to align with a light and lively comic language.

In terms of presentation systematics, the Yuk Bariya comic learning media is considered suitable as it achieved a score of A or an excellent category. Additionally, there are eight findings obtained regarding the presentation systematics aspect. Firstly, comic learning media has been previously used by instructors at SMA Negeri 1 Singosari. Secondly, students' knowledge levels about comics do not influence their interest in comics. Thirdly, a navigation process pattern is chosen to make the learning process more systematic. Fourthly, in this Yuk Bariya comic, the text of the Sumberawan Temple folklore is presented first to stimulate students. Fifthly, the choice of font type and font size is not easily readable, prompting changes to both font type and size to enhance text readability. Sixthly, there are panels with long sentences, leading to changes in some panels and adjustments based on the revised script. Seventhly, the types of

speech balloons do not align with their functions, necessitating changes in speech balloon types to match their intended functions. Eighthly, Yuk Bariya comic is packaged and stored in Google Drive.

Authorship Contribution Statement

Taufiqurrohman: Determination of research topic and focus, introduction, data collection and analysis, compilation of results and discussion, formulation of conclusions and recommendations. Putri Kumala Dewi: Theoretical study, research methods, and data analysis.

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